

Subject: Art	Prior learning: Drawing: In the Spring term, the children learnt how CHRIS TO ADD	
Year Group: 4	End point: Making skills: Craft, design, materials and techniques: By the end of this unit, children will be able to make art from recycled materials to create sculptures, children will also be able to present their art work in a gallery and act as tour guides to explain what they have been working on, referring to the artists who have inspired their work.	
Cycle/Term: Summer 1		
Making skills: Craft, design, materials and techniques	Assessment: Drawing: Children will work together as a class to create a mod rock sculpture. Their art should have a message about the importance of recycling. They should present their work in an art gallery, deciding how to present it best and acting as tour guides to parents.	
Progressive objectives: I have an understanding of significant artists throughout history and am able to link my work to them I can explain the historical or cultural significance of the work of a chosen artist or art form I use my sketchbook to experiment with techniques used by studied artists I use my sketchbook to record ideas and to plan and refine work I am able to talk about my artistic intention and how I want my audience to feel or think I show confidence and independence when working creatively I can compare ideas, methods and approaches used in my own artwork and the work of others I use annotations in my sketchbook to describe ideas that work well and areas that could be developed or improved I can draw still life from observation I show an understanding of geometry and proportion in my drawings I can paint with expression, analysing painting by artists	Vocabulary: Pop art Contemporary Modern art Sculpture Shape Colour Origami Found material Mixed media	

I can make art from recycled materials, create sculptures, print and create using a range of materials

I can display and present my own artwork

I can analyse and describe colour and painting techniques in artists work

I can manipulate colour for print

I can further develop my ability to describe and model form in 3D using a range of materials

I can analyse and describe how artists use and apply form in their work

I can apply symmetry to draw accurate shapes

I can analyse and describe how artists use line in their work

I can create original designs for patterns using geometric repeating shapes

I can analyse and describe how other artists' use pattern

I can create geometric compositions using mathematical shapes

I can analyse and describe the use of shape in artists' work

I can use a range of materials to express complex textures

I can use a variety of tones to create different effects


I can understand tone in more depth to create 3D effects and analyse and describe the use of tone in artists' work

I can use sketchbooks for planning and refining work, to record observations and ideas and develop skill and technique

I can use literary sources to inspire art and express thoughts and feelings through the tactile creation of art. I can manipulate materials to achieve desired effects and represent ideas from multiple perspectives

I can build a more complex vocabulary when discussing my own and others' art

I can use my own and others' opinion to identify areas of improvement

<p>Progressive Objective from Progression Document:</p> <p>I have an understanding of significant artists throughout history and am able to link my work to them</p> <p>I can explain the historical or cultural significance of the work of a chosen artist or art form</p>	<p>Key Concept:</p> <p>Knowledge of artists and designers: (factual knowledge)</p> <p>Second Order Concept:</p> <p>Chronology (history of art and changes over time)</p> <p>Learning Objective:</p>	<p>Stoneferry Starter:</p> <p>Brief session overview:</p> <p>Lesson 1: Introduce topic for the term – making art from recycled materials.</p> <p>Chn to begin by looking at pop art artists.</p> <p>Look at the work of different pop art artists: through discussion on tables, chn are to analyse</p>	<p>Notes/next steps:</p> <p>Andy Warhol</p> 
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I am able to talk about my artistic intention and how I want my audience to feel or think
 I show confidence and independence when working creatively
 I can compare ideas, methods and approaches used in my own artwork and the work of others
 I can paint with expression, analysing painting by artists
 I can make art from recycled materials, create sculptures, print and create using a range of materials
 I can analyse and describe colour and painting techniques in artists work
 I can use sketchbooks for planning and refining work, to record observations and ideas and develop skill and technique

Prior Objective from

Walt have an understanding of significant artists throughout history and am able to link my work to them

and describe colour and painting techniques in artists' work

Chn then to create their own pop art style art monster using a squashed can to create the face.

Chn to create a quick plan in their sketch books for what their finished work will look like. They can plan shapes and annotate colours.

They can use felt tips to create colourful patterns in the background and use paints to decorate the can to make is look like a face.



Roy Lichtenstein:



**progression
document:**

I am able to
research and
appraise work of
artists and
designers and
show their
influences in my
work

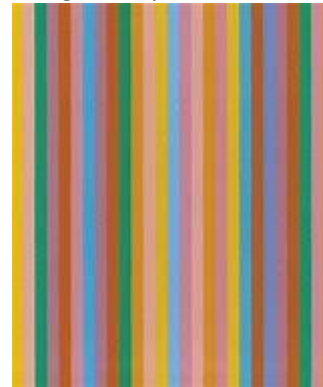


David Hockney:





Bridget Riley:





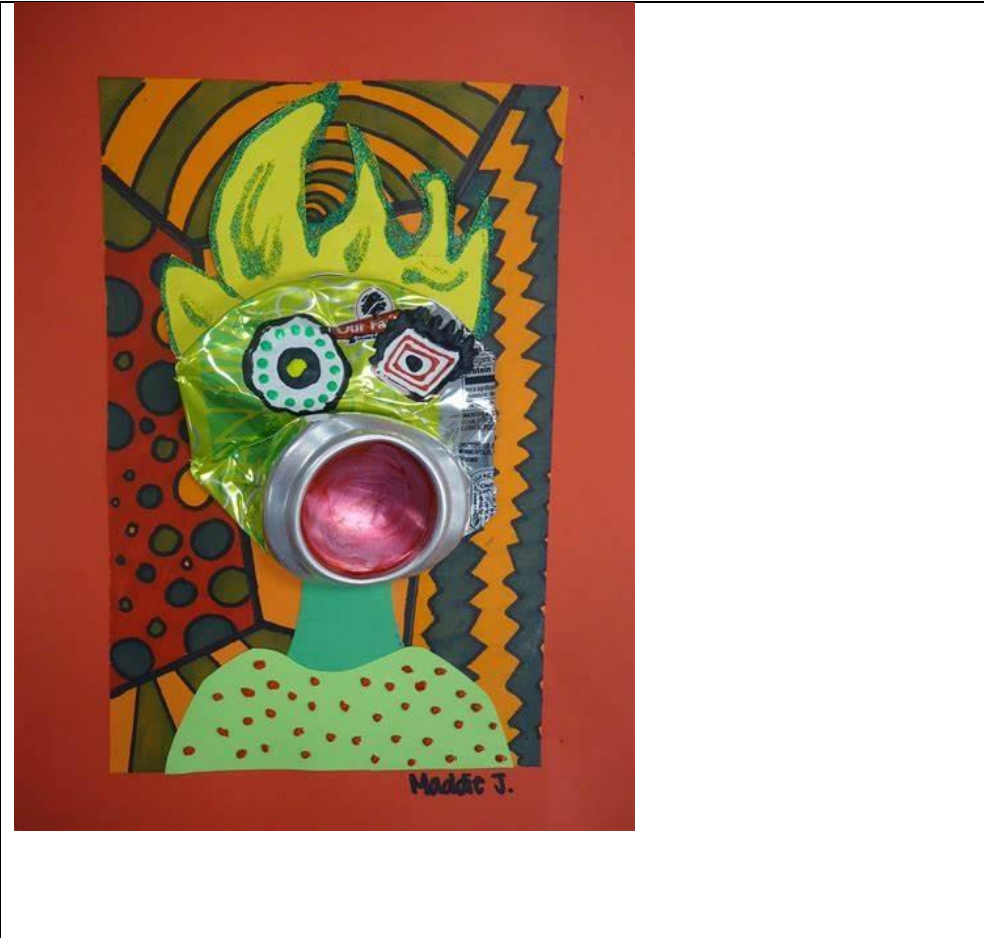
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<p>Progressive Objective from Progression Document:</p> <p>I have an understanding of significant artists throughout history</p>	<p>Key Concept: Knowledge of artists and designers: (factual knowledge)</p> <p>Second Order Concept:</p>	<p>Stoneferry Starter: Show chn some images of the pop art artists covered last week. Chn to match the work to the correct artist</p> <p>Brief session overview: Lesson 2:</p>	<p>Notes/next steps:</p> <p>Georgie O’Keeffe:</p>

and am able to link my work to them I can explain the historical or cultural significance of the work of a chosen artist or art form I use my sketchbook to experiment with techniques used by studied artists I am able to talk about my artistic intention and how I want my audience to feel or think I show confidence and independence when working creatively I can compare ideas, methods and approaches used in my own artwork and the work of others I use annotations in my sketchbook to describe ideas that work well and areas that could be developed or improved I can paint with expression, analysing painting by artists I can make art from recycled

Similarity and difference (comparing works of art, identifying common/different styles and techniques)

Learning Objective:
Walt analyse and describe colour and painting techniques in artists work

Look at the work of Georgie O' Keeffe. through discussion on tables, chn are to analyse and describe use of colour and painting techniques in artists' work. Consider how the colours add depth to the flowers to make them look more realisti.

Give chn a range of images of her work. They are to stick a range in their sketch books and annotate their opinions of them around them. They are sketch parts they like next to the images and using colouring pencils can draw parts they are inspired by.

Using plastic bottles, chn are to cut the top and bottom to make flowers. They are to paint, paying attention to shades, using a range of colours. They should be bright and eye-catching and use colour in the style of Georgia O' Keeffe

<https://www.youtube.com/watch?v=B0Z9i7VUSSw>

They could also make a bee from a toilet roll if you have time

<https://www.thebestideasforkids.com/toilet-paper-roll-bee/>

These could possibly be added to a fence outside at a later date to decorate the outdoor area with their art work.



materials, create sculptures, print and create using a range of materials

I can analyse and describe colour and painting techniques in artists work

I can analyse and describe the use of shape in artists' work

I can use a range of materials to express complex textures

I can use sketchbooks for planning and refining work, to record observations and ideas and develop skill and technique

Prior Objective from progression document:

I can apply greater expression and creativity to my paintings





Progressive Objective from Progression Document:
 I have an understanding of significant artists throughout history and am able to link my work to them
 I can explain the historical or cultural significance of the work of a chosen artist or art form
 I am able to talk about my artistic intention and how I want my audience to feel or think
 I show confidence and independence

Key Concept:
 Exploring and developing ideas:
 (conceptual knowledge)

Second Order Concept:
 Written, oral and creative expression:
 (Using artistic terminology, evaluating, refining, describing, experimenting, creating, presenting)

Learning Objective:

Stoneferry Starter:
 Show chn images of O’Keeffe’s work, have them match the images to the name of the work.

Brief session overview:
Lesson 3: Yuken Teruya

New York-based artist Yuken Teruya explores the dangerous lengths of our ever-increasing gluttonous consumerist habits. He takes discarded newspapers, fast food packaging, and paper shopping bags and turns them into intricate, delicate foliage. His use of paper is seen as an act of ‘returning discarded timber back to the setting of a quiet land, reminding viewers of the fragility of our ecosystem.’

These works of art are made using a variation of the Japanese art of origami called Kirigami

Notes/next steps:

Yuken Teruya

when working creatively
 I can compare ideas, methods and approaches used in my own artwork and the work of others
 I can paint with expression, analysing painting by artists
 I can make art from recycled materials, create sculptures, print and create using a range of materials
 I can analyse and describe colour and painting techniques in artists work
 I can further develop my ability to describe and model form in 3D using a range of materials
 I can analyse and describe how artists use and apply form in their work
 I can create original designs for patterns using geometric repeating shapes
 I can create original designs for patterns using

Walt make art from recycled materials, create sculptures, print and create using a range of materials

Look at some images of the artist's work and discuss the meaning behind. Allow the chn to discuss the work together and share their opinions.

Chn to use cardboard boxes to make bird houses. Cut on a circle for a hole and use folded card on top to make the roof. Chn then to decorate with paper/ card/ tissue paper.

Make origami birds to go inside.

<https://www.wikihow.com/Make-Origami-Birds>



Cardboard box bird houses:

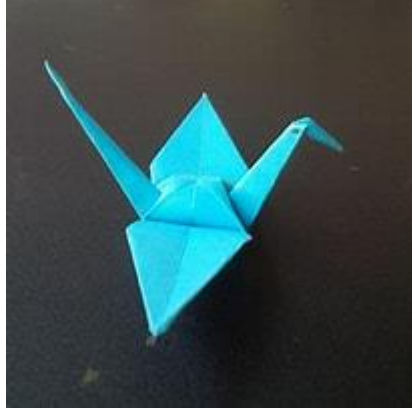
geometric
repeating shapes
I can analyse and
describe the use of
shape in artists'
work
I can use a range
of materials to
express complex
textures

**Prior Objective
from
progression
document:**

I can use materials
such as paper
weaving, tie dying,
sewing and other
craft skills to
design and make
products



(This is a great display too!)

			<p>Origami birds:</p> 
<p>Progressive Objective from Progression Document: I have an understanding of significant artists throughout history and am able to link my work to them I can explain the historical or cultural significance of the work of a chosen artist or art form I am able to talk about my artistic intention and how I want my</p>	<p>Key Concept: Making skills: (procedural knowledge)</p> <p>Second Order Concept: Written, oral and creative expression</p> <p>Learning Objective: WALT manipulate materials to achieve desired effects and represent ideas from multiple perspectives</p>	<p>Stoneferry Starter: Starter linked to last week's artist</p> <p>Brief session overview: Lesson 4: Nature and art https://weburbanist.com/2018/04/25/art-that-breathes-17-living-creations-made-of-plants-fungus-bacteria/</p> <p>Share some examples of artists who use living things to grow and change their art. Lead a discussion on this, what does it say about art/ should art just be an image or should it change over time/ do they like/ dislike any of the art.</p>	<p>Notes/next steps:</p>

audience to feel or think
 I show confidence and independence when working creatively
 I can compare ideas, methods and approaches used in my own artwork and the work of others
 I can paint with expression, analysing painting by artists
 I can make art from recycled materials, create sculptures, print and create using a range of materials
 I can analyse and describe colour and painting techniques in artists work
 I can further develop my ability to describe and model form in 3D using a range of materials
 I can analyse and describe how artists use and apply form in their work
 I can create original designs for patterns using

Chn to paint a bottle in the style of an animal/ character making it bright and colourful.

They can plan their creature in their sketch book first and annotate with colours/ where they will cut part out for their seeds to be planted.

They can then plant some cress seeds, watch as the art work changes over time.



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geometric repeating shapes
I can create original designs for patterns using geometric repeating shapes
I can analyse and describe the use of shape in artists' work
I can use a range of materials to express complex textures
I can use sketchbooks for planning and refining work, to record observations and ideas and develop skill and technique
I can use literary sources to inspire art and express thoughts and feelings through the tactile creation of art. I can manipulate materials to achieve desired effects and represent ideas from multiple perspectives

Prior Objective from



<p>progression document: I can create personal artwork using the artwork of others to stimulate me</p>			
<p>Progressive Objective from Progression Document: I have an understanding of significant artists throughout history and am able to link my work to them I can explain the historical or cultural significance of the work of a chosen artist or art form I am able to talk about my artistic intention and how I want my audience to feel or think I show confidence and independence when working creatively I can compare ideas, methods and approaches used in my own artwork and the work of others I can paint with expression,</p>	<p>Key Concept: Making skills: (procedural knowledge)</p> <p>Second Order Concept: Significance Written, oral and creative expression</p> <p>Learning Objective: Walt make art from recycled materials, create sculptures, print and create using a range of materials</p>	<p>Stoneferry Starter: (dependent on individual class/outcome of prior session)</p> <p>Brief session overview: Lesson 5: Begin by looking at artists who use plastic waste in the ocean to create work which has a message about waste. https://mymodernmet.com/ocean-art-world-oceans-day/</p> <p>You could make these in two ways: Either use a balloon and papier mache/ mod rock to make the body shape. This could be painted later with tissue paper. Alternatively you could use a plastic bottle to create the body and try to add a circuit in to make it light up, I think the first would be easier but the lights would look effective.</p>	<p>Notes/next steps:</p>

analysing painting
by artists

I can make art
from recycled
materials, create
sculptures, print
and create using a
range of materials

I can analyse and
describe colour
and painting
techniques in
artists work

I can further
develop my ability
to describe and
model form in 3D
using a range of
materials

I can analyse and
describe how
artists use and
apply form in their
work

I can use a range
of materials to
express complex
textures

**Prior Objective
from
progression
document:**

I can use materials
such as paper
weaving, tie dying,
sewing and other
craft skills to
design and make
products.





<p>Progressive Objective from Progression Document: I have an understanding of significant artists throughout history and am able to link my work to them I can explain the historical or cultural significance of the work of a chosen artist or art form</p>	<p>Key Concept: Evaluating: (metacognitive knowledge)</p> <p>Second Order Concept: Significance Written, oral and creative expression</p> <p>Learning Objective:</p>	<p>Stoneferry Starter: (dependent on individual class/outcome of prior session)</p> <p>Brief session overview: (AFTER HALF TERM) Assessment session: Lesson 6: Time to paint the class jelly fish after the mod rock has dried.</p> <p>Evaluate:</p>	<p>Notes/next steps: Time to finish last week's sculptures – painting and adding tissue paper</p>
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<p>I am able to talk about my artistic intention and how I want my audience to feel or think</p> <p>I show confidence and independence when working creatively</p> <p>I can compare ideas, methods and approaches used in my own artwork and the work of others</p> <p>I can paint with expression, analysing painting by artists</p> <p>I can make art from recycled materials, create sculptures, print and create using a range of materials</p> <p>I can display and present my own artwork</p> <p>I can analyse and describe colour and painting techniques in artists work</p> <p>I can further develop my ability to describe and model form in 3D using a range of materials</p> <p>I can analyse and describe how</p>	<p>Walt display and present my own artwork</p>	<p>Take photos whilst chn are making. These are to be stuck in sketch books and they are to write a detailed evaluation of the work when complete.</p> <p>Gallery:</p> <p>Put all of the chn's work this HT in the hall to create an 'art gallery' and invite parents in to walk around. Chn could act as tour guides to show parents/ other classes around the hall. You may have had some time to do some writing about recycling for an English lesson which could be included.</p>	
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<p>artists use and apply form in their work</p> <p>I can use a range of materials to express complex textures</p> <p>I can build a more complex vocabulary when discussing my own and others' art</p> <p>I can use my own and others' opinion to identify areas of improvement</p> <p>Prior Objective from progression document:</p> <p>I can use materials such as paper weaving, tie dying, sewing and other craft skills to design and make products.</p> <p>I can reflect on my own work in order to make improvements</p>			
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Progressive objectives:

Knowledge of artists and designers

Exploring and developing ideas

Evaluating their own work

Making skills: Drawing

Making skills: Painting

Making skills: Craft, design, materials and techniques

Knowing and applying formal elements: Colour

Knowing and applying formal elements: Form

Knowing and applying formal elements: Line

Knowing and applying formal elements: Pattern

Knowing and applying formal elements: Shape

Knowing and applying formal elements: Texture

Knowing and applying formal elements: Tone

Sketchbooks Creating original artwork; Identify similarities and differences to others' work; Reflecting

Teaching sequence:

Study the work and techniques of an artist.

Compare and contrast with the work of previous artists studied or other works in the same style.

Critically evaluate the artists' work to inform their own ideas.

Experiment, investigate and refine the different techniques using appropriate media.

Create their own artwork, applying new techniques, skills and media to their own work.

Critically evaluate their work, refining and improving where appropriate.

Reflect and recap the knowledge and skills remembered and learnt.

Concepts:

- Knowledge of artists and designers: (factual knowledge)
- Exploring and developing ideas: (conceptual knowledge)
- Making skills: (procedural knowledge)
- Evaluating: (metacognitive knowledge)

Second order concepts:

- Chronology (history of art and changes over time)
- Similarity and difference (comparing works of art, identifying common/different styles and techniques)
- Significance (significant artists, works of art and art movements)
- Written, oral and creative expression: (Using artistic terminology, evaluating, refining, describing, experimenting, creating, presenting)

Guidance:

This tool is to be used to ensure that all subjects are sequenced clearly and purposefully towards a defined end point. **This is not to be a short term plan full of lesson detail which is not required** but should be a supporting document that all members of your team have some input on.

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- **Always start with your endpoint and plan towards it.**
- Each session should focus on one key concept only. This key concept may be the same for multiple sessions or may be just be for one. Remember they can be revisited multiple times.
- **The progressive objective is taken from the progression documents and is there as an assessment tool for Flic or integris (whichever we use in the end). You might not specifically share this with the children and it may be the same for more than one session.**
- **Teachers must consider what the children already know. Do you need to start further back even if it means they don't catch up in that term. If you do, make this clear in the progressive objectives.**
- **Always show what the previous progressive objective was to the one you are working on.**
- The learning objective is the intention for that session and can be made by you to be child friendly and a clear intention to share with the children. It could also be taken straight from a scheme of work, if that is what you are using.
- When it says brief session overview, it means very brief!
- Next steps section to be used at your discretion, however, if you use this as a live document on sharepoint/onedrive, all team members can add and identify areas that may need further work.